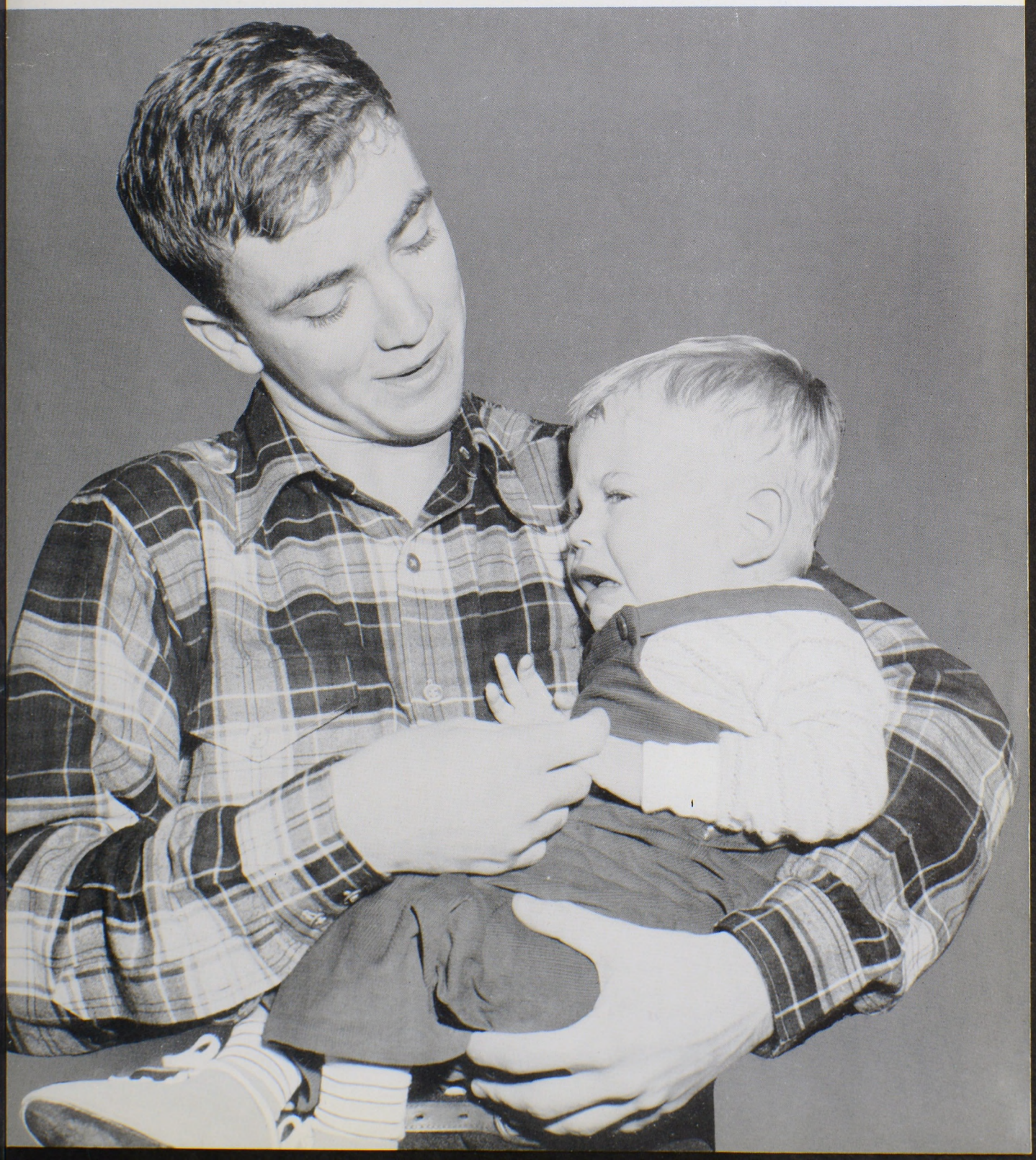
MIDDLEBURY COLLEGE

# Your Family and Middlebury

WINTER
1956

NT BY THE COLLEGE TO ALL MIDDLEBURY PARENTS



# MIDDLEBURY in the News

## Parents Are Important Members Of The Middlebury College Family

MR AND MRS. WILLIAM H. UPSON of Middlebury, Vt., have agreed to serve again this year as chairmen of the Middlebury College Parents' Committee. Other parents who have volunteered to serve on the committee are: Mr. and Mrs. Leonard B. Colt, 63 Manning St., Providence, R. I.; Dr. and Mrs. MacKinnon Ellis, Mountain Home, Tenn.; Mr. and Mrs. Peter H. Honegger, 101 Groton St., Forest Hills Gardens, N. Y.; Mr. and Mrs. Harry L. Johnson, 61 Crestmont Rd., Binghamton, N. Y.; Mr. and Mrs. Stanley J. Lonsdale, 1170 North Benson Rd., Fairfield, Conn.; and, Mr. and Mrs. David M. Marvin, 816 East St., Three Rivers, Mich.

At the time of the formation of the Parents' Committee last year, a message was sent to parents. It said, in part:

"The MIDDLEBURY postmark is bringing your family messages from your son or daughter in attendance at Middlebury College. Today Middlebury parents are embarked upon a partnership with the College. This partnership of responsibility was not entered upon lightly by either party, but is one which will strongly affect your boy's or girl's remaining life—economically and socially, intellectually and spiritually.

"Middlebury College was elected by your family because your investigations showed that the College maintains high standards for its faculty, for its course of study, and for its scholarship and citizenship. Middlebury selected your son or daughter because the College believes that he or she will live up to Middlebury's high standards.

"Through the years, a 'Middlebury education' has come to carry with it a very special meaning. Many factors—the College's location in a small community, the guiding philosophy of its founders, the imprint of the idealistic yet practical men and women who have given not only of their wealth but of their influence to this College, the character of the students it has attracted—have combined to make Middlebury synonymous with a sound balanced education. It is our joint responsibility to maintain this special meaning.

"Middlebury's name for more than a century and a half has achieved standing which is transferred in part to all who are or have been associated with the College. Middlebury's future prestige will be an important asset to the College's future graduates—to your son or daughter in the years to come."

(*Continued on Page 11*)

**RECREATIONAL SKATING** on the College's artificial ice rink in the World War II Memorial Field House is being participated in by a large percentage of the student body, faculty, staff and townspeople.

Skating lessons are being given by Linda Sharfe of the Lake Placid Club. She has been teaching skating at Lake Placid for three years and has passed the eight tests of skating—a top achievement in the skating world.

**Pictured above are:** (top) Miss Sharfe showing nine-year-old Claudia Bourcier, daughter of Professor Claude Bourcier, the fundamentals of skating. Susan Lockwood, '58, practices a difficult maneuver. (Below) Professor John Andrews takes a turn on the ice. Miss Sharpe instructing a group of students.

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### ON THE COVER

**Joseph Boland, '59,** is having a hard time convincing a two-year-old tot to have a good time at annual party held for children at Pittsford, Vt., Caverly Preventorium. (See Page 8).

# For Your Information . . .

PARENTS of Middlebury students may be interested in the following information about their college. Richard P. Merrill, '47, prepared an "audit" of the College in the interest of securing detailed information that might be utilized by the Development Program in the preparation of fund-raising publications to be distributed to possible donors such as foundations, industries, individuals, etc. Following are some interesting excerpts from Mr. Merrill's research project.

## What is the Composition of the Present Faculty?

A college's greatest strength is in an eminent and competent faculty. The Middlebury faculty is and always has been a teaching faculty. Its scholarly achievements are high, and its teaching effective.

During the Depression of the 1930s faculty members underwent salary cuts to help, in part, offset the budget difficulties. Since 1943 faculty salaries have, been modestly increased, partly through tuition increases, and partly through increased endowment. The College pays 2% of the faculty salary toward Social Security and 5% toward retirement in the Teachers' Insurance and Annuity Association for faculty who have been with the College two full academic years.

During the Spring Semester of 1955, of the 84 teaching faculty,

39 teachers or 46% of the Faculty taught 12 hours or less.

29 teachers or 35% taught more than 16 semester hours.

37 teachers or 44% of the Faculty had 75 or fewer students.

18 teachers or 22% of the Faculty had more than 126 students.

43% of the classes offered (139 out of 320) had 15 or fewer students.

30% of the classes offered (95 out of 320) had more than 25 students.

The Average Age of the Faculty 1955–56 is 40 years.

40 teachers of the 89 teaching faculty are 35 years or less.

### Comparison of Teaching Faculties 1941 and 1955

| | 1941 | 1955 |
|---|---|---|
| Teachers | 66 | 89 |
| Students | 800 | 1244 |
| Faculty with Doctorate | 15 | 35 |
| Faculty with Rank of: | | |
| Professor | 24 | 17 |
| Associate Professor | 20 | 16 |
| Assistant Professor | 9 | 24 |
| Instructor | 13 | 24 |
| Instructors with Doctorate | 0 | 8 |
| Assistant Professors with Doctorate | 4 | 14 |
| Associate Professors with Doctorate | 5 | 7 |
| Professors with Doctorate (Includes Honorary Doctorates) | 6 | 7 |
| Average Faculty Salary (All Ranks) | $2760. | $4783. |

Of primary concern to Middlebury is the necessity of securing a larger general endowment and unrestricted annual gifts, to finance salaries that will attract and hold competent teachers.

## What is the Composition of the Student Body?

Middlebury draws the finest of a cross-section of contemporary youth from nearly every state of the Nation, from small towns, cities, farms, and from every economic, social, and religious background. For these young people Middlebury provides a sane well-balanced program designed to foster their all-around development—intellectual, physical, social and spiritual.

### How Many Apply?

| | 1955 | 1954 | 1953 |
|---|---|---|---|
| Men | 784 | 700 | 780 |
| Women | 625 | 645 | 687 |
| TOTAL | 1409 | 1345 | 1467 |
| | 1952 | 1951 | 1940 |
| Men | 628 | 646 | 369 |
| Women | 659 | 760 | 374 |
| TOTAL | 1287 | 1406 | 743 |

### How Many are Admitted to Middlebury?

| | 1955 | 1954 | 1953 |
|---|---|---|---|
| Men | 226 | 212 | 205 |
| Women | 140 | 133 | 146 |
| TOTAL | 366 | 345 | 351 |
| | 1952 | 1951 | 1940 |
| Men | 214 | 234 | 139 |
| Women | 143 | 138 | 105 |
| TOTAL | 357 | 372 | 244 |

### How has Enrollment Increased?*

| | Men | Women | TOTAL |
|---|---|---|---|
| 1899–00 | 67 | 56 | 123 |
| 1904–05 | 81 | 53 | 134 |
| 1909–10 | 132 | 136 | 268 |
| 1914–15 | 179 | 169 | 348 |
| 1919–20 | 201 | 188 | 389 |
| 1924–25 | 301 | 259 | 560 |
| 1929–30 | 352 | 285 | 637 |
| 1934–35 | 337 | 312 | 649 |
| 1939–40 | 433 | 366 | 799 |
| 1944–45** | 387 | 526 | †913 |
| 1949–50 | 721 | 500 | 1221 |
| 1954–55 | 744 | 514 | 1258 |
| 1955–56 | 747 | 521 | 1268 |

*Does not include Summer Schools. Includes graduate students in winter session.

** (Nov. Term)

† (including 312 men in Navy V-12 Unit)

### Where do the Students come from?

PUBLIC SCHOOLS

| | 1955 | 1954 | 1953 |
|---|---|---|---|
| Men | 115 | 71 | 94 |
| Women | 101 | 100 | 108 |
| TOTAL | 216 | 171 | 202 |
| | 1952 | 1951 | |
| Men | 92 | 61 | |
| Women | 111 | 76 | |
| TOTAL | 203 | 137 | |

PRIVATE SCHOOLS

| | 1955 | 1954 | 1953 |
|---|---|---|---|
| Men | 111 | 141 | 111 |
| Women | 39 | 33 | 38 |
| TOTAL | 150 | 174 | 149 |
| | 1952 | 1951 | |
| Men | 122 | 173 | |
| Women | 32 | 62 | |
| TOTAL | 154 | 235 | |

### Attendance by States and Countries 1955–1956

| United States: | Men | Women | Total |
|---|---|---|---|
| New York | 227 | 141 | 369 |
| Massachusetts | 124 | 69 | 193 |
| New Jersey | 85 | 81 | 166 |
| Connecticut | 97 | 60 | 157 |
| Vermont | 69 | 33 | 102 |
| Pennsylvania | 24 | 25 | 49 |
| New Hampshire | 23 | 10 | 33 |
| Ohio | 11 | 19 | 30 |
| Illinois | 6 | 14 | 20 |
| Maryland | 7 | 8 | 15 |

| | | | |
|---|---|---|---|
| Rhode Island | 13 | 2 | 15 |
| Maine | 5 | 9 | 14 |
| Michigan | 5 | 4 | 9 |
| Wisconsin | 6 | 2 | 8 |
| Virginia | 1 | 6 | 7 |
| California | 3 | 3 | 6 |
| Florida | 4 | 2 | 6 |
| Colorado | 2 | 3 | 5 |
| Delaware | 1 | 4 | 5 |
| Texas | 4 | 1 | 5 |
| Minnesota | 1 | 2 | 3 |
| District of Columbia | 0 | 2 | 2 |
| Iowa | 0 | 2 | 2 |
| Tennessee | 1 | 1 | 2 |
| Washington | 1 | 1 | 2 |
| Alabama | 0 | 1 | 1 |
| Arizona | 0 | 1 | 1 |
| Arkansas | 0 | 1 | 1 |
| Georgia | 1 | 0 | 1 |
| Idaho | 1 | 0 | 1 |
| Indiana | 1 | 0 | 1 |
| Kentucky | 0 | 1 | 1 |
| Missouri | 0 | 1 | 1 |
| New Mexico | 1 | 0 | 1 |
| North Carolina | 1 | 0 | 1 |

Outside United States:

| | | | |
|---|---|---|---|
| Canada | 14 | 3 | 17 |
| Saudi Arabia | 0 | 3 | 3 |
| Venezuela | 2 | 1 | 3 |
| Puerto Rico | 0 | 2 | 2 |
| Alaska | 1 | 0 | 1 |
| Argentina | 1 | 0 | 1 |
| Bahrein | 0 | 1 | 1 |
| Chile | 1 | 0 | 1 |
| England | 1 | 0 | 1 |
| Formosa | 1 | 0 | 1 |
| France | 0 | 1 | 1 |
| Germany | 1 | 0 | 1 |
| Hawaii | 0 | 1 | 1 |
| Iran | 1 | 0 | 1 |
| | 747 | 521 | 1268 |

ATTENDANCE BY CLASSES

| Undergraduates | *Men* | *Women* | *Total* |
|---|---|---|---|
| Seniors | 162 | 124 | 286 |
| Juniors | 162 | 127 | 289 |
| Sophomores | 189 | 127 | 316 |
| Freshmen | 226 | 141 | 367 |
| | 739 | 519 | 1258 |
| Special Students | 3 | 1 | 4 |
| Graduate Students | 6 | 1 | 7 |
| | 750 | 521 | 1271 |

*Does not include Summer Schools. Includes graduate students in winter session.

## *How many Degrees has Middlebury Conferred?*

Total Baccalaureate degrees conferred in the history of the College through June 1955: 4842 men; 3375 women Total—8217

Total Master's Degrees in course through June 1955—2333

Total Doctor's Degrees in course through June 1955—20

Total Honorary degrees in course through June 1955—868

## *What is the Graduate Record of Middlebury's Students?*

The Class of 1955: Of the 156 men and 105 women to receive their Bachelor's Degree in 1955, the following continued on with graduate studies:
44 Men or 29% of the Men's Class
16 Women or 15% of the Women's Class

| | | |
|---|---|---|
| Medicine or Dentistry: | 15 Men | 2 Women |
| Law: | 5 Men | |
| Science: | 12 Men | 3 Women |
| All Other:* | 12 Men | 11 Women |
| *TOTAL:* | *44 Men* | *16 Women* |

*Includes Dutton Fellowship to U. of Edinburgh and Fulbright Award to University of Oslo.

## *Academic Honors 1951–1955 Men and Women*

| | |
|---|---|
| Phi Beta Kappa | 57 |
| Degrees conferred Magna Cum Laude | 15 |
| Degrees conferred Cum Laude | 149 |
| Granted Fellowships | 30* |

*Includes Ford, Dutton, Ellis Fulbright, etc.

## *Graduate Record 1950–55*

| | |
|---|---|
| Men entering Medicine or Dentistry | 36 |
| Men entering Law | 20 |
| Men and Women continuing graduate studies in other fields | 195 |

## *Technical School Plan*

Middlebury cooperates with the Massachusetts Institute of Technology, Rensselaer Polytechnic Institute, the Columbia University School of Engineering, and the Duke University School of Engineering and the School of Forestry, in a combined five-year course of study. Under this arrangement, a student of high standing may pursue a combined five-years program in which the first three years are spent at Middlebury and the last two at one of the above Technical Schools, leading to the Bachelor's degree from each institution. Twenty men have received degrees under this plan in the past five years, having completed their studies at M. I. T.

Nine men have received degrees under similar plans with Professional Schools in the past five years in the fields of Medicine, Law and Engineering.

## *In What Kind of Work are the Alumni Engaged?*

As of July 1st, 1955, the Alumni Office had records for the following 7329 Alumni and Alumnae of Middlebury College.

| | *Men* | *Women* | *Total* |
|---|---|---|---|
| Armed Services | 323 | | 323 |
| Medicine | 209 | 7 | 216 |
| Nurses & Technicians | | 32 | 32 |
| Graduate Studies | 167 | 46 | 213 |
| Law | 172 | 1 | 173 |
| Religion | 66 | 5 | 71 |
| Education | (531) | (319) | 850 |
| College & Univ. Teachers | 170 | 30 | .... |
| High School-Prep School Teachers | 257 | 212 | .... |
| Elementary Teachers | | 53 | .... |
| Kindergarten Teachers | | 7 | .... |
| Principals | 56 | .... | .... |
| Superintendents | 23 | .... | .... |
| Miscellaneous | 25 | .... | .... |
| Science & Engineering | (357) | (58) | 415 |
| Chemistry | 128 | .... | .... |
| Research | 87 | 58 | .... |
| Engineering | 142 | .... | .... |
| Government & Public Service | 150 | 30 | 180 |
| Agriculture | 75 | .... | 75 |
| Home Economics & Dietetics | .... | 12 | 12 |
| Social Service | .... | 42 | 42 |
| Library Work | .... | 45 | 45 |
| Printing, Publishing & Writing | 78 | 47 | 125 |
| Radio & Television | 31 | 11 | 42 |
| Retired | 103 | 15 | 118 |
| At home or married | | 2647 | 2647 |

| | | | |
|---|---|---|---|
| The Business World. . | (1442) | (308) | (1750) |
| Accounting . | 80 | 12 | 92 |
| Advertising | 37 | 8 | 45 |
| Banking, Brokerage & Finance | 109 | 14 | 123 |
| Business & Management . | 306 | 22 | 328 |
| Insurance . | 232 | 38 | 270 |
| Manufacturing | 80 | .... | 80 |
| Personnel & Public Relations. | 105 | 28 | 133 |
| Real Estate . | 33 | 4 | 37 |
| Sales & Merchandising, Retail & Wholesale | 409 | 13 | 422 |
| Secretarial . | .... | 161 | 161 |
| Transportation—Air, Rail & Motor | 51 | 8 | 59 |

## *Where are the Alumni Living?**

| | |
|---|---|
| NEW ENGLAND AREA: | |
| Connecticut | 779 |
| Maine | 90 |
| Massachusetts | 1252 |
| New Hampshire | 247 |
| Rhode Island | 76 |
| Vermont | 965 |
| TOTAL | 3409 |
| MIDDLE ATLANTIC AREA: | |
| Delaware | 40 |
| Maryland | 101 |
| New Jersey | 597 |
| New York | 1815 |
| Pennsylvania | 240 |
| District of Columbia | 81 |
| TOTAL | 2874 |
| SOUTH EASTERN AREA: | |
| Alabama | 11 |
| Florida | 103 |
| Georgia | 31 |
| Louisiana | 23 |
| North Carolina | 40 |
| South Carolina | 11 |
| Tennessee | 14 |
| Virginia | 125 |
| West Virginia | 7 |
| TOTAL | 365 |
| CENTRAL AREA: | |
| Arkansas | 2 |
| Illinois | 124 |
| Indiana | 32 |
| Iowa | 10 |
| Kansas | 14 |
| Kentucky | 15 |
| Michigan | 107 |
| Minnesota | 34 |
| Missouri | 21 |
| Nebraska | 2 |
| Ohio | 155 |
| Oklahoma | 13 |
| Texas | 65 |
| Wisconsin | 40 |
| TOTAL | 634 |
| WESTERN AREA: | |
| Arizona | 10 |
| California | 223 |
| Colorado | 59 |
| Idaho | 12 |
| Montana | 5 |
| Nevada | 1 |
| New Mexico | 17 |
| Oregon | 17 |
| Utah | 8 |
| Washington | 50 |
| Wyoming | 3 |
| TOTAL | 405 |
| OUTSIDE U.S.A. (Includes Military and Foreign Service) . . . . TOTAL | 225 |

*Figures based on August 1st, 1955 Records

## *What do the Students Major In?*

| DEPARTMENT | NUMBER OF MAJORS 1941 | 1945 | 1950 | 1955 | Total 1941–55 |
|---|---|---|---|---|---|
| American Civilization | 0 | 0 | 1 | 0 | 2 |
| American Literature | 17 | 14 | 20 | 11 | 203 |
| Arts | 0 | 0 | 13 | 15 | 124 |
| Biology | 9 | 6 | 13 | 13 | 156 |
| Biology for Teaching | 0 | 0 | 0 | 0 | 1 |
| Biology-Chemistry | 0 | 0 | 0 | 10 | 19 |
| Chemistry | 15 | 14 | 13 | 16 | 188 |
| Classics | 0 | 0 | 0 | 0 | 2 |
| Drama | 4 | 2 | 4 | 5 | 26 |
| Economics | 11 | 5 | 33 | 37 | 325 |
| English | 25 | 26 | 44 | 32 | 481 |
| Fine Arts | 0 | 0 | 0 | 0 | 1 |
| French | 21 | 13 | 12 | 7 | 216 |
| Geology | 0 | 0 | 0 | 5 | 18 |
| Geology-Geography | 1 | 0 | 12 | 0 | 57 |
| Geography | 0 | 0 | 0 | 6 | 16 |
| German | 0 | 0 | 1 | 1 | 17 |
| History | 11 | 4 | 15 | 14 | 167 |
| Home Economics | 8 | 7 | 6 | 3 | 105 |
| Latin | 1 | 1 | 0 | 0 | 6 |
| Mathematics | 11 | 12 | 11 | 8 | 177 |
| Music | 0 | 0 | 0 | 3 | 9 |
| Philosophy | 1 | 1 | 7 | 3 | 34 |
| Physical Education | 1 | 0 | 5 | 3 | 29 |
| Physics | 7 | 2 | 5 | 4 | 63 |
| Political Science | 12 | 7 | 40 | 32 | 340 |
| Psychology | 0 | 8 | 24 | 11 | 196 |
| Russian | 0 | 0 | 3 | 3 | 18 |
| Social Studies for Teaching | 0 | 0 | 7 | 0 | 14 |
| Sociology | 19 | 8 | 24 | 11 | 187 |
| Spanish | 4 | 7 | 13 | 10 | 127 |
| World Affairs | 0 | 0 | 0 | 0 | 3 |
| Western Culture | 0 | 0 | 0 | 0 | 1 |
| No Major | 0 | 0 | 6 | 6 | 101 |
| *SUB TOTAL* | 178 | 137 | 332 | 269 | 3429 |
| Less Double & Triple Majors | –2 | –2 | –43 | –2 | –191 |
| TOTAL GRADS: | 176 | 135 | 289 | 267 | 3238 |

# Geography At Middlebury

By Dr. J. Rowland Illick, *Associate Professor of Geography*

Middlebury College is the only higher educational institution in Vermont and one of the few such institutions in New England which grants a liberal arts degree based on a major in Geography. In fact, until 1955, Middlebury was the only college in Vermont employing one or more full-time professional geographers. Credit for the inclusion of Geography within the Middlebury curriculum must be given largely to Professor-Emeritus Phelps N. Swett, who, thirty years ago (1925), added four geography courses to the offerings in Geology, and became the first chairman of the new joint department of Geology and Geography. It is interesting to note that all of the courses offered in 1925—Elements of Geography, Economic Geography, Meteorology and Climates of the World, and Geography of North America—remain integral parts of the current program.

Some readers may inquire: "*What is geography?*", "*Why should it be taught in college?*", or "*What can a major in geography do?*". These are perfectly natural questions for people raised in the educational environment of North America. In this country geography is most conspicuous by its general absence in the intellectual and literary world, probably because of the relative newness of the subject in its modern dress. It has been present in the past, but usually limited to elementary schools, and it has often been treated by unskilled hands. Geography has been called the "*Mother of Sciences*" because throughout time it has given rise to a host of other sciences and disciplines. Botany, Zoology, Geology, Meteorology, Climatology, Anthropology and many other fields are offsprings of Geography as the Greeks knew it twenty centuries ago.

Today, Geography may be defined as the study of the interrelationships existing between man and his physical surroundings, or more simply, "**why** man does **what** he does **where** he does it." As such, Geography seeks to give significance to place, and personality to the map.

Recent geographic research deals with studies on the relationship between the natural environment and such cultural pursuits as agriculture, mining, commerce, industry, politics, urban and regional planning, and warfare. In nearly every instance, the correlation between specific human activities and the physical environment of landforms, soils, climate, mineral and water resources, fauna, flora, area, size, and location is considered.

By definition, Geography is broad in scope and in horizon; by performance, it serves a dual role in its capacity as both a physical and social science. Through its correlative aspects, Geography becomes part of the bond between the natural and cultural sciences. As such it possesses a fundamental place in the liberal arts program.

Examples of specialization possible in the profession include agricultural geography, biogeography, cartography, climatology, cultural geography, demography, and geomorphology. Still other phases of study include historical, industrial, marketing, military, mineral, political, recreational, regional, resource, soil, transportation, and urban geography.

Educational objectives of Geography at Middlebury include:

**1.** Providing a sound basis for understanding the operation of the physical environment through a study of its elements—landforms, soils, climates, resources, etc.;

**2.** Training the student to think spatially, to observe critically in the field, and to interpret cause and effect between the natural and cultural landscape;

**3.** Opening the door still further on the places and peoples of the world and providing meaning for the events of the day through an understanding of man/land relationships;

**4.** Developing a fuller appreciation and a keener enjoyment of places and peoples of the world;

**5.** Relating it to other fields of learning.

In an attempt to fulfill these objectives, the following courses are offered at Middlebury: the basic courses—Physical, and Economic Geography; four regional courses—Latin America, Europe, North America, and Asia-Africa-Australia; two specialized courses—Meteorology (weather) and Cartography (map making); a research course for majors doing advanced work based on library investigation or original field analysis; and a senior seminar which serves to unify the departmental work. A total of thirty-three semester hours is offered.

Geography at Middlebury [*Continued on page 10*]

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The author joined the Faculty of Middlebury College in 1946 after two years as Graduate Instructor in Geography at Harvard University. He received his elementary and secondary school education in Nanking and Shanghai, China, where his parents were educational missionaries. Mr. and Mrs. Illick have been missionaries in the Far East since 1912 and at present are doing missionary work in Formosa. Dr. Illick completed his undergraduate work at Syracuse University and graduate work at Harvard.

GEOGRAPHY AT MIDDLEBURY: 1. Meterology students Martha Page, '56, and Frederic Farnham, '56, plotting weather data. 2. Class interprets physical aspects and cultural responses of a region as depicted by U. S. topographic map. 3. Pendennis Reed, '56, Jeanne Savoye, '56, and Herbert Ramsdell, '57, making block diagrams and relief models in cartography laboratory. 4. Finishing touches are added to a hair hygrometer (part of a special project in meteorology) by Charles Dole, '56. 5. Each year thousands of maps are filed in the Warner Science Hall map depository. Professor Illick and Thomas Woolsey, '56, at work in the depository. 6. Geography laboratories and classes are conducted in the large east room on the top floor of Warner Science Hall.

# *Middlebury's Fraternity System*

*By* Ronald C. Lawson, '56, *President of the Interfraternity Council*

A long standing institution at Middlebury, the fraternity system is not only one of the most active group of organizations, but is also the center of interest and an important and dominant group on the men's campus.

At present there are ten fraternities: Alpha Sigma Psi (1911), Epsilon Mu of Alpha Tau Omega (1947), Alpha Mu of Chi Psi (1843), Alpha Alpha of Delta Kappa Epsilon (1854), Middlebury Chapter of Delta Upsilon (1856), Alpha of Kappa Delta Rho (1905), Beta Pi of Phi Kappa Tau (1950), Phi Sigma (1954), Vermont Beta of Sigma Phi Epsilon (1925), and Beta Mu of Theta Chi (1942).

The fraternity system today, which comprises approximately 85% of the men, has perhaps reached a new stage in its development—a result of the evolution of fraternity systems all over the United States after World War II: there has been less emphasis on waving the fraternity banner, and more emphasis on our fraternity system as a system. It is looked upon as a great social medium, a manner in which to meet and associate with people. Our system has partially come to be what it is, as a result of the lack of social facilities in the campus and in the town of Middlebury. With the continued support of the undergraduates, the Alumni, the Faculty and the Administration, our fraternity system has had much to offer to the newcomer that enrolls at Middlebury: the outstanding feature of the system is the experience to be gained through group living, eating, and working.

The Interfraternity Council, the interfraternity government, has made an outstanding effort in the past few years to better the fraternity system, and is constantly looking for improvements to be made. Stated here are a few of the accomplishments it has made:

**1.** It has set up a Social Council, consisting of house social chairmen, which meets to iron out problems regarding house parties, chaperones, women, and drinking.

**2.** It has instituted a system of IFC Guides—a group of fraternity men who show prospective freshmen around the campus, and act as their hosts.

**3.** It has discussed an annual problem at Middlebury—the rushing system, and by a vote of 8–2 among the fraternities, has instituted second semester rushing, beginning with the school year 1956–57. Second semester rushing is designed to increase the academic average of freshman men, to help freshmen become better adjusted to college life before getting involved in fraternities, and to stimulate a better class spirit.

**4.** It has encouraged and carried out an active program of association and activity with the Panhellenic Council and the sorority system.

**5.** It has planned and supervised "Help Week," a series of philanthropic projects in the town of Middlebury and the surrounding area. This year, some of the projects have been (a) Delta Upsilon working at Porter Hospital, (b) Alpha Tau Omega and Sigma Kappa (sorority) working at the Caverly Preventorium at Pittsford, Vermont, (c) Phi Sigma working in the Sheldon Museum.

**6.** It has supervised fraternity-sorority Christmas parties for the underprivileged children of Middlebury.

**7.** It has re-activated the Intramural Athletic Trophies in order to stimulate more interest in Intramural Athletics.

**8.** It is investigating the possibility of forming a Council of Stewards, who would meet to discuss kitchen management, and the buying of food.

**9.** It has voted to hold an interfraternity discussion on pledging, through which the problems of some houses in the pledging period might be alleviated.

**10.** It is writing as complete a history of the IFC and of the fraternity system as is possible.

**11.** It has taken an increasing amount of interest in the Student Life Committee, where issues are discussed by student leaders and members of the college administration.

**12.** A proposal has been made by the IFC and accepted by the Trustees to have the College withhold transcripts, diplomas and grades from men with delinquent fraternity bills.

The Alumni may be interested in the following sidelights on the various fraternity houses:

**ALPHA SIGMA PSI**—Since the "Slugs" moved into the A.K.D. Healy house on South St., they have been redecorating the house to make it suitable for fraternity living. The Alpha Sigs took in a pledge class of 18 this fall. A well-rounded house, the ASP's are active in practically every campus organization. The Slugs this year won the IFC Volleyball Trophy.

**ALPHA TAU OMEGA**—The "Tau's," for the third semester in a row, [*Continued on page 10*]

1

2

3

4

5

**FRATERNITIES at Middlebury: 1.** Help Week and James Timms, '57, and Randall Sargent, '57, working at Porter Hospital. **2.** Jared Van Wagenen, '59, and Martha Johnson, '57, join with other Middlebury fraternity and sorority members in spreading cheer among the youngsters at the Caverly Preventorium, Pittsford, Vt. **3.** Winning snow sculpture of last year's Winter Carnival in front of the Alpha Sigma house. **4.** Social evening at the ATO house. **5.** Theta Chi now occupies the Charter House. It was in this house that "Timothy Dwight, President of Yale counseled with Gamaliel Painter and other citizens of Middlebury concerning the founding of the College. This conference led to granting of Middlebury's Charter on Nov. 1, 1800."

## GEOGRAPHY AT MIDDLEBURY

[*Continued from page 6*]

presents an opportunity for interested persons to major in the field, and provides a selection of courses for fulfilling the current requirements or recommendations for concentrators in American civilization, French or Spanish language, culture, and area studies, economics, history, political science, and geology. Geography also offers correlative and background courses for students in other disciplines.

Periodic lectures by faculty from other studies and occasional joint supervision of student research projects with members of other departments have aided in giving greater breadth and meaning to work and research in Geography. Laboratory work and/or field trips are integral parts of six of the eleven geography courses. To permit as broad a cultural training as possible, requirements for a major have been kept to twenty-four hours of Geography. In addition, eight hours of geology and three hours each of Speech and Expository Writing are required. Two years of a foreign language and a summer field camp are recommended for those applying to graduate school.

Facilities at Middlebury for the teaching of Geography are good compared with other liberal arts colleges of equal size. Since 1953, the large east room on the third floor of Warner Science Hall has provided housing for all geography courses. Geology occupies the other two rooms on Warner's top floor. Drafting, which had been taught in the present geography quarters, has been transferred to a room in the basement of Painter Hall.

The geography room is large, airy, and well-lighted. Redecoration and remodeling in 1954 resulted in the installation of new tables and chairs capable of comfortably seating fifty students. The tables are suitable for lecture, laboratory, and cartographic purposes, thereby making the room multi-functional. A glass display cabinet, six lighted bulletin boards, a light table for tracing maps, thirty drawers for storage of student cartographic and meteorological material, a new sound-proofed ceiling, and green tinted walls add greatly to the serviceability and attractiveness of the room. New, large landform maps of the continents hang at the front of the room. A large projection screen, a 2″ x 2″ slide and film strip projector and an opaque projector provide excellent facilities for using the growing collection of visual aid material. Much of the latter material is being contributed by students who travel extensively with 35 mm cameras and "geographic eyes."

A science division library in the basement of Warner Science Hall includes a large collection of governmental maps and files of standard geographic journals. This is augmented by collections in the Egbert Starr Library. A variety of cartographic, surveying, and meteorological equipment provides additional working tools for research in geography. The physical resources of the Biology and Geology Departments also provide facilities to the student of Geography at Middlebury.

Original field work is basic for the intellectual growth of any geography department and for the training of its students. Superior conditions exist for field research at Middlebury since the College occupies a rural setting in the heart of the Champlain Valley midway between the strategic St. Lawrence and Mohawk-Hudson corridors. Flanked by the Adirondack Mountains to the west and the Green Mountains to the east, a variety of landforms and cultural landscapes are available for study close at hand. Every effort is made to take advantage of these opportunities. Much research remains to be undertaken to geographically appraise the local area, e.g. studies of new industrial and recreational possibilities, analyses of present and projected transport systems in western Vermont, consideration of the possible impact of the St. Lawrence Power and Seaway Project on the Lake Champlain region, trends in agriculture, forestry, and other forms of land use in the valley, as well as population studies, and urban and regional planning within Vermont. Some of this research has been initiated already by majors in the department.

Prior to World War II professional geographers in the United States numbered little more than 500, most of whom were educators. A few were employed by the U. S. Government or by specialized research institutes like the American Geographical Society. Still others were working in industry, in planning bureaus, or in libraries.

World War II, which required detailed knowledge of physical and cultural conditions in all parts of the world, brought new responsibilities and opportunities to geographers. Increasing recognition of the value of geographic intelligence continued after the conflict, and, as a consequence, professionally-trained geographers and cartographers were much in demand. Many colleges established geography departments; others increased their staffs and broadened their offerings.

Interest in Geography at Middlebury has increased rapidly during the past decade. Ten years ago, one or two students specialized in Geography. Today fourteen seniors, ten juniors, and four sophomores are registered as geography majors. Enrollment in the basic courses has grown from thirty students in 1946 to ninety in 1955. Over the same period registrations in the advanced and specialized courses have increased from an average of five to between thirty-five and fifty.

Annual field trips are taken each autumn in conjunction with the New England–St. Lawrence Geographical Conference. Upwards of twenty Middlebury students have participated in these professional trips held at colleges throughout the region.

Opportunities in Geography are increasing and most Middlebury geography majors who have not been subject to military service have entered graduate school, teaching, civil service, or some areas of business where Geography provides a useful background. Some have traveled overseas for advanced field research and study, and one has taken advantage of a Fulbright grant.

Professional openings in Geography are increasing, particularly for persons with graduate degrees. A selection of these opportunities include teaching, cartography, meteorology, climatology, marketing, and locational geography, land classification, city and regional planning, and research and analysis for such U.S. government agencies as the Census Bureau, State Department, Central Intelligence Agency, Office of Naval Research, and the Departments of Agriculture and Commerce.

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## MIDDLEBURY'S FRATERNITY SYSTEM

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won the IFC Scholarship Trophy. They were awarded the Homecoming Trophy for having the best Homecoming decora-

tions. Alpha Tau's hold the Presidencies of the Interfraternity Council, Mountain Club, WRMC Radio, Science Club, and the Black Panther Orchestra, and have members on the tennis, track, soccer and hockey squads. ATO increased its membership by 20 pledges.

**CHI PSI**—The "Chipsies" have recently had their back patio re-constructed—complete with fire engine red doors. The Lodge is the past holder of the IFC Volleyball and Skiing Trophies, and has within its brotherhood: the Blue Key President, Co-chairman of Conference, and the President of the Freshman Class; Chi Psi's are well-represented on the football, hockey and tennis teams, and in Skyline, choir and the Judicial Council.

**DELTA KAPPA EPSILON**—The "Dekes" scored second place in scholastic standing this past year among fraternities. Dekes hold prominent positions, such as the Vice-Presidency of the IFC, Captain of the Basketball Team, Carnival Co-chairman, and *Campus* Editor. Dekes are well represented in football, hockey, basketball and other sports. 12 freshmen were pledged this fall.

**DELTA UPSILON**—The DU's are combining the centennial anniversary of the founding of their chapter with the Delta Upsilon National Convention, to be held on the Middlebury campus in August, 1956. Among the DU's on campus, are the President of the Senior Class, Captain of the Hockey Team, President of the Men's Undergraduate Association, and the Chief Justice of the Men's campus. Last year, DU won the following trophies: Basketball, 440 yd. Relay, and the Trophy of Trophies.

**KAPPA DELTA RHO**—The KDR's are planning their 50th anniversary and National Convention for next August, at the Breadloaf campus. KDR's have men in Blue Key, the Chairmanship of the Student Educational Policy Committee, and members in choir, band, athletics and the debating team.

**PHI KAPPA TAU**—The "Phi Tau's," celebrating their sixth anniversary next year, have progressed rapidly since their founding. They have members in Blue Key, Judicial Council, and on the football and hockey squads. PKT last year won the Intramural Badminton competition.

**PHI SIGMA**—Since its inception in 1954, "Phi Sig" has shown a tremendous amount of spirit. A house was acquired next to the Cobble Inn, and redecorating has taken place all semester. The Phi Sig's have done well scholastically and in intramural athletics. 13 freshmen were pledged this past fall. A lot of credit goes to these men in their efforts to better the fraternity system.

**SIGMA PHI EPSILON**—The "Sig Ep's" excel in being a very active group on campus. Sig Ep's are in most of our organizations with several team captains to boot. With the addition of 21 pledges this fall, Sig Ep has quite a sizeable brotherhood. SPE last year won the IFC Intramural Football Trophy.

**THETA CHI**—The "TC's," situated in Charter House, have established a fine record on the campus. Among their brothers are the Head of the "Dissipated 8", Head Cheerleader, members in the choir, and on the hockey and tennis teams. Theta Chi last year won the IFC tennis, hockey, softball, skiing, and track trophies and the Ericson-MacDonald Trophy.

It is very hard to describe or evaluate any of Middlebury's fraternities. The houses are increasingly becoming alike, but each has its own distinct personality. We are hoping that one of the major improvements in the system will be the system of second semester rushing.

The Interfraternity Council is at present studying and analyzing various problems and situations and is trying to improve situations that have arisen:

(1) It is re-vamping the faculty advisor system to re-establish a normal relationship between the faculty advisors and the respective fraternities. The faculty advisor system gives the fraternities an agency through which their problems can be aired and solved, and serves as a closer link between the houses, the faculty, and the administration.

(2) The IFC Social Council is studying the treatment of chaperones at fraternity parties, the rules concerning Middlebury women and "imports" while in fraternity houses, and the present set-up regarding fraternity parties, reviewing the much better drinking situation in the houses, and considering recommending that women be asked to help plan house parties.

(3) The IFC has been encouraging the sororities to plan more social activities with fraternities. This year the IFC and Panhellenic Council co-sponsored a "Greek Night Dance" for freshmen during the rushing period. It was such a success, that it was thought that more co-sponsored functions should be held.

A major emphasis in the past two years has been put on public relations. Because of the anti-fraternity element in the United States today, fraternities can ill-afford any adverse publicity; consequently, fraternities have had a keen eye on public relations, and at every turn, have tried constantly to improve them. The problem of public relations has led to a much more subdued fraternity world and the institution of such projects as our "Help Week." With the present trend continuing, I fail to see why our fraternities cannot remain an important phase in Middlebury undergraduate and graduate life alike.

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## MIDDLEBURY IN THE NEWS

[*Continued from Page 2*]

**The College, Alumni, and members of the Parents' Committee are pleased with the generosity of parents in contributing $6,942.75 during the last academic year to the College's Development Program. Middlebury College appreciates the many small gifts from parents experiencing a financial struggle to send their children to college, as well as the extreme generosity of other parents.**

**Alumni, business, industry and foundations are being asked to contribute to the 1956 Middlebury College Development Program which will mean so much, not only for students of today, but for future generations of students as well.**

**Parents are also extended an invitation to participate in this year's Development Program.**

# the PRESIDENT'S Page

AT THE TIME of writing this page the good news for Middlebury and for 615 other independent colleges and universities is the generous and far-sighted grant of the Ford Foundation. The gift from the Foundation to Middlebury carries additional significance because we were chosen as one of the 126 institutions which *"have led the way in their regions in improving the status and compensation of American college teachers,"* and therefore received an additional bonus. The total sum now indicated for Middlebury is $444,200., but a recent letter from the Ford Foundation indicates that certain adjustments may be made before final allotments are given to the colleges.

So many questions have been asked about the Ford Foundation gift it may be well to summarize the provisions here. Two separate awards were made:

1. **The Endowment Grants Program.** This was allocated to 615 institutions and the sum given to each was based on the approximate faculty payroll for 1954–55.
2. **The Accomplishment Grants Program.** For this program $50,000,000. was allocated to be divided among the 126 specially selected colleges and universities. The distribution was based on an approximation of half of the 1954–55 faculty payroll figure. Perhaps the term "approximate" should be stressed since it is not possible to equate our gift with our1954–55 faculty payroll plus one-half of that sum for the accomplishment grant. This same situation prevails for many colleges which is perhaps why the Ford Foundation refers to the grants as "tentative" at present.

However, whether we receive the $444,200. or a somewhat larger award is less important than the fact that the Ford Foundation has reacted so realistically and so generously to the financial needs of the independent colleges and universities. The grant dramatizes the financial needs of higher education and should give impetus throughout the country to alumni support and to grants from other foundations and corporations.

The income from the Endowment Grants Program must be used for ten years for improvement of faculty salaries. After that time the grant may be used for any academic needs. The Accomplishment Grant may be used for increasing faculty salaries or for other academic needs. We have been further informed that the gift will be paid us in two installments. The last one before July 1, 1957. It is obvious that income from the award will not be available for use until the funds have been received, invested, and interest earned on the investment.

Further provision for faculty salary improvement was made by our trustees by their recent decision to increase tuition $50 per year beginning September 1956. The funds received from this increase in tuition will be alloted to faculty and staff payrolls and to scholarships. I wish I could report that with the Ford Foundation gift and the increased tuition we need no longer be concerned about the financial status of our faculty. It would be unrealistic to believe, however, that we have achieved more than good progress in our goal for the continued improvement of faculty salaries.

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To turn to another matter, at the beginning of the College Year the Faculty Educational Policy Committee, under the chairmanship of Professor Donald H. Ballou, initiated a thoroughgoing study and review of our curriculum and related academic matters. The Committee does not begin its work with proposals for a curriculum revision but rather intends a protracted study and investigation before making any recommendations to the Faculty and Administration.

Departments and Divisions will be consulted and from time to time conferences will be held with the Student Educational Policy Committee. The Members of the Educational Policy Committee are: Donald H. Ballou, Associate Professor of Mathematics; Reginald L. Cook, Professor of American Literature; Paul M. Cubeta, Assistant Professor of English; Samuel Guarnaccia, Associate Professor of Spanish; Harold B. Hitchcock, Associate Professor of Biology; Robert M. Klein, Assistant Professor of Economics; Howard M. Munford, Associate Professor of American Literature; Thomas H. Reynolds, Assistant Professor of History; John A. Valentine, Jr., Associate Professor of Psychology and Education; and, Benjamin F. Wissler, Professor of Physics.